



Textbooks and Instructional Materials Publishers Pre-Bid Conference January 9, 2018

Tammy Shelton
Senior Executive Director, Content & Assessment Design

Agenda

8:30am-10:30am	Social Studies (Section D)
10:30am-10:40am	Break
10:40am-11:20am	General Session (Overview)
11:20am- 1:00pm	Discussion of English Language Arts (Section E)
1:00pm-1:45pm	Lunch
1:45pm-2:30pm	World Languages (Section D)
2:30pm-3:20pm	CTE (Section D)
3:20pm-3:30pm	Wrap-up and questions

Textbook Adoption Cycle 1 (Approved 9-26-16)

Section	Curriculum & Instruction	Career & Technical Education*	Standards proposed to State Board	Standards Deadline for Publishers	State Review Text-books	Local Adoption Text-books	Contract Period Text-books	LEAs: New Standards& Textbooks
A	Computer Applications, Keyboarding, and Instructional Technology	Advanced Manufacturing; Information Technology; Human Services; Education & Training		12/31/2014	2015	Spring 2016	6/1/16 - 6/30/22	
B		Agriculture, Food & Natural Resources; STEM; Health Science (no change) Transportation, Distribution & Logistics; Architecture & Construction (will roll to A next time creating a one-time 5 year cycle)	7/31/2015	12/31/2015	2016	Spring 2017	6/1/17- 6/30/23	
C	Science (will roll to section B next time creating a one-time 5 year cycle) change); PE/Wellness & Health (will roll to section D next time creating a one-time 7 year cycle); Fine Arts (Art, Music, Theatre Arts, Dance, Media Arts); (will roll to section D next time creating a one-time 7 year cycle)	Arts, A/V Technology & Communications (will roll to section D next time creating a one-time 7 year cycle); CTE Anatomy & Physiology (will roll to section B next time creating a one-time 5 year cycle)	10/1/2016	12/31/2016	2017	Spring 2018	Sci 6/1/18 - 6/30/23; ART/PE 6/1/18- 6/30/25	2018-19
D	Social Studies (roll up to C for a one-time 5 year cycle); World Languages (roll to C next time creating a one-time 5 year cycle);	Marketing; Finance; Business Management & Administration (will roll up to C to for a one time 5-year cycle)	7/31/2017	12/31/2017	2018	Spring 2019	SS/WL/ 6/1/19- 6/30/24;	2019-20
E	ELA (Reading, Writing, Literature, etc.); ESL	Law, Public Safety, Corrections, Security; Government & Public Administration; Hospitality & Tourism (will roll up to C for a one-time cycle 4 year cycle)	7/31/2016; 7/31/2018	12/31/2018	2019	Spring 2020	6/1/20- 6/30/26	New Standards 2017-18 New Textbooks in 2020
F	Math; Personal Finance		7/31/2016; 7/31/2019	12/31/2019	2020	Spring 2021	6/1/21- 6/30/27	New Standards 2017-18 New Textbooks in 2021

Textbook Adoption Cycle 2 (Approved 9-26-16)

Section	Curriculum & Instruction	Career & Technical Education*	Standards proposed to State Board	Standards Deadline for Publishers	State Review Text-books	Local Adoption Texts-books	Contract Period Text-books	LEAs: New Standards& Textbooks
A	Computer Applications, Keyboarding, and Instructional Technology	Advanced Manufacturing; Information Technology; Human Services; Education & Training; Transportation, Distribution & Logistics; Architecture & Construction	7/31/2020	12/31/2020	2021	Spring 2022	6/1/22-6/30/28	2022-23
B	Science	Agriculture, Food & Natural Resources; STEM; Health Science	7/31/2021	12/31/2021	2022	Spring 2023	6/1/23-6/30/29	2023-24
C	Social Studies; World Languages;	Law, Public Safety, Corrections, Security; Government & Public Administration; Marketing; Finance; Business Management & Administration; Hospitality & Tourism	7/31/2022	12/31/2022	2023	Spring 2024	6/1/24-6/30/30	2024-25
D	PE/Wellness&Health; Fine Arts (Art, Music, Theatre Arts, Dance, Media Arts);	Arts, A/V Technology & Communications	7/31/2023	12/31/2023	2024	Spring 2025	6/1/25-6/30/31	2025-26
E	ELA (Reading, Writing, Literature, etc.); ESL		7/31/2024	12/31/2024	2025	Spring 2026	6/1/26-6/30/32	2026-27
F	Math; Personal Finance		7/31/2025	12/31/2025	2026	Spring 2027	6/1/27-6/30/33	2027-28

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a thin, dark blue horizontal bar.

TN

**Social Studies Standards
and Instructional Materials
Screening Instrument**

®

The Social Studies Introduction

- In order to truly understand the depth and rigor of the social studies standards, all publishers should read the introduction in its entirety, however I will be highlighting specific portions today:
 - Preparing Students for the Future
 - New Formatting
 - The Content Strands
 - Tennessee Social Studies Practices
 - Tennessee General Assembly Requirements
 - Examples found in the standards
 - Other notable changes to the standards
 - Additional Criteria and Indicators of Quality
 - A Note on Extended Content

Preparing Students for the Future

- In order to become college and career ready, Tennessee students must have a strong background in social studies.
- Students use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as they progress through social studies education.
- The Tennessee Social Studies Standards lay out a vision of the vitally important social studies disciplines and describe what all students should know and be able to do at the end of each grade/course level.
- The main goals for the standards are:
 - Challenging, but age appropriate
 - Attainable for teachers and students
 - Clear and measurable
 - Focused on key ideas with real world relevancy
 - Able to connect to overarching themes that support social studies skills and thinking
 - Comprehensive and have a clear progression from grade to grade

Formatting

- The revised standards are arranged horizontally for readability.

COURSE TITLE &
ABBREVIATION

US | UNITED STATES HISTORY AND GEOGRAPHY Post-Reconstruction to the Present

COURSE
DESCRIPTION

Course Description: Students will examine the causes and consequences of the Industrial Revolution and the United States' growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to our nation's entry into World War II, as well as the consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes that have shaped the modern-day U.S. that resulted from the Civil Rights Movement, the Cold War, and recent events and trends. Additionally, students will learn the causes and consequences of contemporary issues impacting the world today.

Students will continue to use skills for historical and geographical analysis as they examine U.S. history since Reconstruction, with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of U.S. history. The reading of primary source documents is a key feature of U.S. history standards. Finally, students will focus on current human and physical geographic issues important in the contemporary U.S. and global society.

This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in American history.

This course is the second of a two-year survey of U.S. history and geography, picking up from 8th grade's study of U.S. history and geography.

This course can be used to be for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

TOPIC

The Progressive Era (1890-1920)

TOPIC
OVERVIEW

Overview: Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms during the early 20th century.

STANDARD
NUMBER

US.08

CONTENT
STANDARD

Explain the concepts of social Darwinism and the Social Gospel.

CONTENT
STRANDS

C, E, H

The Content Strands

- Content strands focused on seven disciplines of social studies and represent a way of categorizing knowledge about the human experience and are found alongside the content standards and guide a teacher's instruction in the classroom.
- The content strands help to organize the various themes of social studies instruction from kindergarten through high school, at age-appropriate levels.

Content Strand Code	Content Strand Title	Content Strand Definition
C	Culture	Students will use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.
E	Economics	Students will use economic reasoning skills and knowledge of major economic concepts, issues, and systems to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.
G	Geography	Students will use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world. Students will use knowledge of perspectives as well as practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings.
H	History	Students will use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in the history of Tennessee, the United States, and the world.
P	Politics/ Government	Students will use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. Students will use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.
T	Tennessee	Students will use materials drawn from various sources to explore history through a Tennessee lens while focusing on the events, patterns, and themes that impacted both the U.S. and Tennessee.
TCA	Tennessee Code Annotated	Students will learn mandatory content, as specified in the Tennessee Code Annotated (i.e., state law).

Tennessee's Social Studies Practices

- Tennessee's Social Studies Practices are based on the C3 Framework and will be taught in accordance with the grade-level specific standards.
- The Social Studies Practices:
 - are specific skills that students should apply when learning social studies.
 - increase in rigor as students get older.
 - allow students to create and address questions that will guide inquiry and critical thinking.
 - are practices that should be regularly applied throughout the year and are not individual standards.
 - allow students to progress through the inquiry cycle by analyzing primary and secondary sources in order to construct and communicate their conceptual understanding of the content standards
 - allow students to develop historical and geographic awareness

Tennessee's Social Studies Practices

- The SSP are divided into 6 over-arching themes:
 - Gather data and information from a variety of primary and secondary sources
 - Critically examine a primary or secondary sources
 - Organize or synthesize data from a variety of sources
 - Construct and communicate arguments that are supported by evidence
 - Develop historical awareness
 - Develop geographic awareness

■ Sample:

	K-2	3-5	6-8	9-12
SSP.01	Gather information from a variety of sources, including: <ul style="list-style-type: none"> • Printed materials • Graphic representations • Artifacts • Media and technology sources 	Gather information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"> • Printed materials • Graphic representations • Artifacts • Media and technology sources 	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"> • Printed materials • Graphic representations • Artifacts • Media and technology sources 	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"> • Printed materials • Graphic representations • Field observations/ Landscape analysis • Artifacts • Media and technology sources

General Assembly Requirement: Civics Instruction in Tennessee

- Per state law (T.C.A. § 49-6-1028), all districts must ensure that a project-based civics assessment is given at least once in grades 4-8 and once in grades 9-12 and are aligned with the learning objectives contained within the social studies standards as well as demonstrate an understanding of civics.
- Per state law (T.C.A. § 49-6-408A), students must participate in the United States citizenship and immigration test during their high school career.

General Assembly Requirement:

Civics Instruction in Tennessee, cont.

- Per state law (T.C.A. § 49-6-1028), students shall be taught about the formation of the governments of the United States and Tennessee using federal and state foundational documents. They shall also be taught the significance and relevance of those federal and state foundational documents today.
- The relevant subparts are:
 - (A) *The historical and present-day significance of the Declaration of Independence;*
 - (B) *How the United States Constitution establishes the federal government and the characteristics of the republic created by it;*
 - (C) *How the United States Constitution with the Bill of Rights and the Tennessee Constitution with the Declaration of Rights are applicable in today's society.*
 - (D) *How the United States Constitution is changed and the changes that have been made to it since 1787;*
 - (E) *Why Tennessee has had three (3) constitutions, the Constitutions of 1796, 1834, and 1870, and how changes have been made to the Tennessee Constitution of 1870; and*
 - (F) *How other foundational documents of the United States and Tennessee aided in the formation of the federal and state governments.*

General Assembly Requirement: Tennessee History

- Tennessee History: Per state law (Pub. Ch. 482), students are required to take a course in Tennessee history.
- The Tennessee Social Studies Standards meet this requirement in several ways.
 - A required semester of Tennessee history in 5th grade.
 - An elective course in Tennessee history at the high school level.
 - Explicitly-stated Tennessee content in the standards.*
 - Example: 1.21 Identify Tennessee symbols, including: state flag, state tree, state flower, state bird, state animal, and the significance of the state nickname.
 - Embedded Tennessee content in the standards.*
 - Example: US.11 Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government.
 - Implied Tennessee content in the standards.*
 - Example: 7.54 Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture.

General Assembly Requirement: Teaching Religion

- Per state law (T.C.A. § 49-6-1005), the inclusion of religion in textbooks, instructional materials, curriculum, or academic standards shall be for educational purposes only and shall not be used to proselytize or establish any religion or religious belief.
- Publishers should ensure that all instructional materials are presented from an unbiased point of view and do not promote any religion over another.
- Due to this, all religions follow the same formatting in the standards:
 - Describe the origins and central features of _____:
 - Founder:
 - Sacred Texts:
 - Basic Beliefs:

General Assembly Requirement: African American History

- Per state law (T.C.A. § 49-6-1006), the course of instruction in all public schools should include, at some appropriate grade level or levels, as determined by the local board of education, courses and content designed to educate children in black history and culture and the contribution of black people to the history and development of this country and of the world. The general assembly finds that the goal of curriculum shall include the history, heritage, culture, experience and ultimate destiny of all social, ethnic, gender and national groups and individuals, and that such are represented as interdependent, interactive and complementary. The state board of education shall include multicultural diversity when developing frameworks and curricula to be taught at appropriate grade levels kindergarten through grade twelve (K-12).

Examples found within the standards

- Within the standards, you will find examples to aid in the teaching of specific standards and should be interpreted as follows:

Term	Definition	Example	Interpretation
i.e.	“that is” or “in other words”; specific examples that should be used	WG.10 Describe the importance of geospatial technologies (i.e., GIS, GPS, remote sensing), and apply them in relevant contexts.	The geospatial technologies that students should apply to relevant contexts are GIS, GPS, and remote sensing.
e.g.	“for example”; examples that could be used, but are not limited to	AH.05 On a map, locate early civilizations (e.g., China, Egypt, Indus River Valley, and Mesopotamia), and explain why early civilizations arose in those places.	When locating early civilizations on a map, students should locate Mesopotamia, Egypt, China, and the Indus River Valley <u>AND</u> any other location(s) that the teacher deems important.
“such as”	Introduces an example or examples of something mentioned	7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenné and Timbuktu as centers of trade, culture, and learning.	Students should use Timbuktu and Djenné as examples or as an introduction.
“including”	Used to say that a person or thing is part of a particular group	3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.	Students should identify what is needed for people to satisfy their basic needs in their environment (housing, industry, transportation, and communication).
“examples”	Context may be to “provide”, “describe”, etc.; it allows teachers and students to select their own examples to apply to the standard	E.40 Define externalities, and identify examples of them.	This is dependent on curriculum; but, a student could note that increased levels of education lead to a lower unemployment rate.

Other Changes to the Standards

- Primary sources
 - In the revised standards, primary source documents are included and referenced within specific standards and not as “to read” or “to consider”.
 - EXAMPLE: 6.35 Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and *The Analects* emphasized the concepts of kinship, order, and hierarchy to address these problems.

Additional Criteria and Indicators of Quality

- Part A: Key Areas of Focus
 - Including: Rigor, Coherence, Literacy
- Part B: Student Engagement and Instructional Supports
 - Including: Content Strands, Real-World thinking, Differentiated Materials for all students and levels
- Part C: Monitoring Student Progress
 - Including: assessments, Rubrics, Scoring Guides
- Part D: Teacher Support Materials
 - Including: Background Knowledge, Connections to Other Subjects (Ela, Math, Science, etc.), Instructional Strategies

A Note on Extended Content

- According to Part B: Focus of Section 1:
 - Materials focus on the grade level standards (i.e., does not include information from outside of the scope of the grade level standards or use disconnected facts and details).

Kadie Patterson, Social Studies Coordinator
Content & Assessment Design

Kadie.Patterson@tn.gov
Tennessee.Textbooks@tn.gov



TN

®

Break

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a thin blue horizontal bar.

TN

®

General Session

The Office of Textbook Services

The Office of Textbook Services administers the adoption process for textbooks used in the schools of Tennessee.

That process consists of:

- the bidding of books by publishers,
- the reviewing of the books by an advisory panel of educators and professionals,
- the creation and approval of an official list by the State Textbook and Instructional Materials Quality Commission and the State Board of Education, and
- the adoption of textbooks by the Local Education Agency.

Textbook Adoption Cycle 1 (Approved 9-26-16)

Section	Curriculum & Instruction	Career & Technical Education*	Standards proposed to State Board	Standards Deadline for Publishers	State Review Text-books	Local Adoption Text-books	Contract Period Text-books	LEAs: New Standards& Textbooks
A	Computer Applications, Keyboarding, and Instructional Technology	Advanced Manufacturing; Information Technology; Human Services; Education & Training		12/31/2014	2015	Spring 2016	6/1/16 - 6/30/22	
B		Agriculture, Food & Natural Resources; STEM; Health Science (no change) Transportation, Distribution & Logistics; Architecture & Construction (will roll to A next time creating a one-time 5 year cycle)	7/31/2015	12/31/2015	2016	Spring 2017	6/1/17- 6/30/23	
C	Science (will roll to section B next time creating a one-time 5 year cycle) change); PE/Wellness & Health (will roll to section D next time creating a one-time 7 year cycle); Fine Arts (Art, Music, Theatre Arts, Dance, Media Arts); (will roll to section D next time creating a one-time 7 year cycle)	Arts, A/V Technology & Communications (will roll to section D next time creating a one-time 7 year cycle); CTE Anatomy & Physiology (will roll to section B next time creating a one-time 5 year cycle)	10/1/2016	12/31/2016	2017	Spring 2018	Sci 6/1/18 - 6/30/23; ART/PE 6/1/18- 6/30/25	2018-19
D	Social Studies (roll up to C for a one-time 5 year cycle); World Languages (roll to C next time creating a one-time 5 year cycle);	Marketing; Finance; Business Management & Administration (will roll up to C to for a one time 5-year cycle)	7/31/2017	12/31/2017	2018	Spring 2019	SS/WL/ 6/1/19- 6/30/24;	2019-20
E	ELA (Reading, Writing, Literature, etc.); ESL	Law, Public Safety, Corrections, Security; Government & Public Administration; Hospitality & Tourism (will roll up to C for a one-time cycle 4 year cycle)	7/31/2016; 7/31/2018	12/31/2018	2019	Spring 2020	6/1/20- 6/30/26	New Standards 2017-18 New Textbooks in 2020
F	Math; Personal Finance		7/31/2016; 7/31/2019	12/31/2019	2020	Spring 2021	6/1/21- 6/30/27	New Standards 2017-18 New Textbooks in 2021

Textbook Adoption Cycle 2 (Approved 9-26-16)

Section	Curriculum & Instruction	Career & Technical Education*	Standards proposed to State Board	Standards Deadline for Publishers	State Review Text-books	Local Adoption Texts-books	Contract Period Text-books	LEAs: New Standards& Textbooks
A	Computer Applications, Keyboarding, and Instructional Technology	Advanced Manufacturing; Information Technology; Human Services; Education & Training; Transportation, Distribution & Logistics; Architecture & Construction	7/31/2020	12/31/2020	2021	Spring 2022	6/1/22-6/30/28	2022-23
B	Science	Agriculture, Food & Natural Resources; STEM; Health Science	7/31/2021	12/31/2021	2022	Spring 2023	6/1/23-6/30/29	2023-24
C	Social Studies; World Languages;	Law, Public Safety, Corrections, Security; Government & Public Administration; Marketing; Finance; Business Management & Administration; Hospitality & Tourism	7/31/2022	12/31/2022	2023	Spring 2024	6/1/24-6/30/30	2024-25
D	PE/Wellness&Health; Fine Arts (Art, Music, Theatre Arts, Dance, Media Arts);	Arts, A/V Technology & Communications	7/31/2023	12/31/2023	2024	Spring 2025	6/1/25-6/30/31	2025-26
E	ELA (Reading, Writing, Literature, etc.); ESL		7/31/2024	12/31/2024	2025	Spring 2026	6/1/26-6/30/32	2026-27
F	Math; Personal Finance		7/31/2025	12/31/2025	2026	Spring 2027	6/1/27-6/30/33	2027-28

Categories To Be Bid: Social Studies

Bid Cat # (course #)	CATEGORY/SUBJECT	
	Social Studies	
3187	Tennessee History	
3402	Ancient History	
3410	World Geography	
3415	World History and Geography	
3416	U.S. History and Geography	
3417	U.S. Government and Civics	
3431	Economics	
3432	Sociology	
3433	Psychology	
3435	Contemporary Issues	
3442	African American History	
0019	Kindergarten Social Studies	
0119	Grade 1 Social Studies	
0219	Grade 2 Social Studies	
0319	Grade 3 Social Studies	
0419	Grade 4 Social Studies	
0519	Grade 5 Social Studies	
0619	Grade 6 Social Studies	
0712	Grade 7 Social Studies	
0814	Grade 8 Social Studies	

Categories To Be Bid: World Language

	World Language	
7000	Spanish Level I Grades K-5	
7001	Spanish Level I Grades 6-8	
3021	Spanish Level I Grades 9-12	
7002	Spanish Level II Grades K-5	
7003	Spanish Level II Grades 6-8	
3022	Spanish Level II Grades 9-12	
7004	Spanish Level III Grades K-5	
7005	Spanish Level III Grades 6-8	
3023	Spanish Level III Grades 9-12	
7006	Spanish Level IV Grades K-5	
7007	Spanish Level IV Grades 6-8	
3024	Spanish Level IV Grades 9-12	
7008	Spanish Level V Grades K-5	
7009	Spanish Level V Grades 6-8	
3100	Spanish Level V Grades 9-12	
7010	Latin Level I Grades K-5	
7011	Latin Level I Grades 6-8	
3031	Latin Level I Grades 9-12	
7012	Latin Level II Grades K-5	
7013	Latin Level II Grades 6-8	

Categories To Be Bid: CTE

	Business Management & Administration	
5905	Introduction to Business & Marketing	
5888	Business Communications	
5889	Business Management	
6159	Business & Entrepreneurship Practicum	
5891	Computer Applications	
5904	Advanced Computer Applications	
5997	Health Information Technology	
6188	Health Services Administration Practicum	
6186	Human Resources Management	
6187	Human Resources Management Practicum	
5892	American Business Legal Systems	
5898	Business Economics	
	Finance	
5910	Accounting I	
5911	Accounting II	
5899	Banking & Finance	
5890	Financial Planning	
5901	Personal Finance	
	Marketing	
5931	Marketing & Management I: Principles	
5932	Marketing & Management II: Advanced Strategies	
5936	Advertising & Public Relations	
5938	Retail Operations	
6168	Event Planning & Management	
5934	Entrepreneurship	

Section D Schedule

TENNESSEE TEXTBOOK and INSTRUCTIONAL MATERIALS ADOPTION SCHEDULE*

SECTION D – Social Studies (roll up to C for a one-time 5 year cycle); World Languages (roll to C next time creating a one-time 5 year cycle); CTE: Marketing; Finance; Business Management & Administration; (roll up to C for a one-time, 5-year year cycle)
2017-2019

September 18, 2017	Approval of Section D Schedule by Textbook Instruction Materials Quality Commission
October 18, 2017	Preliminary Notification of Invitation to Bid for Section D, Intent to Bid Documentation Available
November 30, 2017	Intent to Bid Due
December 1, 2017	Call for Advisory Panelists
December 19, 2017	Official Notification of Invitation to Bid, Section D
January 9, 2018	Pre-Bid Conference, Section D (Location: TBD) Content Writers and Bid Managers for publishers are expected to attend.
January 12, 2018	Deadline for Advisory Panel Application Submission
February 8-9, 2018	Advisory Panel Review and Selection
March 2, 2018	10:00 a.m. CST Deadline for Delivery of OFFICIAL BIDS Section D
March 19, 2018	Meeting of State Textbook Commission, recognition of Preliminary List of Textbooks and Instructional Materials Bid (Location TBD)
April 27, 2018	All Bid Materials must be available for Review On-Line; Public Review Process Begins
April 28-29, 2018	Textbook Review Committee Orientation and Training (Standards Review and screening Instrument); Publisher Presentations (TBD)
April 30, 2018	Deadline for: (1) Delivery of Official Sample Textbooks to State Collection Site (MTSU James E. Walker Library, 1301 E. Main, Murfreesboro, TN 37132), (2) Delivery of Sample Textbooks to Textbook Advisory Panel Members, and (3) Delivery of Sample Textbooks to State Textbook Commission Members (if requested)
June 4, 2018	All public comments received by 12:00 PM (CST) will be shared with publishers and the advisory panelists as part of the Section 1 Reviews.
June 11, 2018	Section 1 Review Submission; Section 2 Review Begins
June 18, 2018	Deadline for Advisory Panelists' Reviews and Public Comments shared with Publishers

Section D Schedule

July TBD, 2018	Preliminary Adoption List (Section D) Presented at State Board of Education Meeting – Location TBD
August 6, 2018	All public comment received by 12:00 PM (CST) will be shared with the State Textbook Commission as part of the Section 2 Reviews.
August 10, 2018	Deadline for publishers to submit revised content (both in print and online) for review
August 11-12, 2018	Publisher hearings; Advisory Panelists continue reviewing materials; Location TBD
August 23, 2018	Deadline for Advisory Panel's Final Recommendations (Sections 1 and 2)
August 31, 2018	Final Advisory Panelists' Reviews (Sections 1 and 2) shared with Publishers
September 10, 2018	Deadline for Publishers' Written Responses (Electronic Submission Required) to Reviews is 12:00 PM (CST)
September 4, 2018	Deadline for Amendments to Free Materials Offerings. Review of online materials will end.
September TBD, 2018	Meeting of State Instructional Materials Quality Commission; Publisher Comments; Advisory Panel's Final Reviews - Location TBD
September TBD, 2018	Meeting of State Instructional Materials Quality Commission : Recommendation of Books for Section D -(Location TBD)
October 1, 2018	Advisory Panelists Reviews , Public Comments and Publishers' Written Responses Available Online for Public Viewing
October TBD, 2018	Final Textbook Adoption List (Section D) Presented at State Board of Education Meeting - Location TBD
Week of October 29, 2018	OFFICIAL LIST OF TEXTBOOKS for Section D to Local School Systems
January 11, 2019	Deadline for Samples for Section D to be delivered to Local School Systems
January - March, 2019	Local School Systems conduct internal reviews
April 15, 2019	Deadline for Filing Local Adoption Report for Section D

* Dates and places may change due to scheduling conflicts. The schedule listed here is based on revisions made after receiving feedback from educators, publishers, and the Textbook and Instructional Materials Commission.

Dates in **red** are Textbook and Instructional Materials Commission Meeting Dates

Dates in **blue** are State Board of Education Meeting Dates

Dates in **bold** are important dates for Publishers

Invitation to Bid Documents, Section D

1. Publisher's Checklist to Accompany Bid
2. Categories to Be Bid (Form I)
3. Instructions for Completing Official Bid List (Exhibit A)
4. Official Bid List (Form Exhibit A)
5. Official Bid Certificate (Cover Page for Bid List) (TB-FORM CC)
6. MSST-FORM B-Statement of Publisher Submitting Books for Adoption
7. MSST-FORM M-Statement of Publisher Submitting Electronic Media
8. Replacement Warranty Agreement (TB-FORM K)
9. SUBSTITUTE W-9 FORM Request for Taxpayer Identification Number and Certification
10. Statement of Publisher's Representatives (Form D)
11. Publisher Contact Update Form
12. Publisher Commitment Sheet
13. Publishers Assurances

Checklist

TB-FORM G

PUBLISHER'S CHECKLIST TO ACCOMPANY BID

Hard copies are to be sent to the address below. Electronic copies filed [here](#).

Director of Content
12th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, Tennessee 37243-0379

- _____ Categories to be bid submitted **online** and **enclosed as hard copy**.
- _____ **Electronic copies of TB-FORM CC (official bid list certificate) and Exhibit A (official bid list—Excel doc) submitted online. Hard copies** with original signatures enclosed.
- _____ **Electronic copy of Exhibit A** submitted **online** with proper file naming (Bid 2017-Company Name) and **enclosed as hard copy**.
- _____ One (1) copy of **TB-FORM B (statement of publisher for books)**, **TB-FORM M (statement of publisher for electronic materials)**, and/or **TB-FORM K (replacement warranty)** for each title bid for contract attached to the third copy of **TB-FORM CC (Form K is necessary only if items not meeting the MSST are bid for sale.)** Submitted **online** and **enclosed as hard copies**.
- _____ **BID DEPOSIT** (\$1,000 per title up to a maximum of \$10,000; each item with its own price "title.") Pay to the order of The State of Tennessee, Treasurer
_____ for entry into the state's accounting system submitted **online** and **enclosed as**
- _____ One (1) copy of **TB-FORM D (STATEMENT OF REPRESENTATIVES)** submitted **online** and **enclosed as hard copy**.
- _____ One (1) **OFFICIAL SAMPLE** of all the books herein bid, with **TB-FORM B**, **TB-FORM M** and/or **TB-FORM K** attached, will be so marked and filed with the Secretary of the State Textbook Commission by April 30, 2018.
- _____ Publisher Information Sheet submitted **online** and **enclosed as hard copy**.
- _____ Signed Publisher Commitment Sheet submitted **online** and **enclosed as hard copy**.

Publisher

BY: _____

Position



ED-0354

TN

Instructions Form CB/Exhibit A (Page 1)

Official 2017 Textbook/Instructional Materials Submission Form (Exhibit A)

General Instructions

Directions for Entry:

- This form must be submitted as an electronic copy and as a paper copy.
- One form should be submitted for each subject area (science; PE/wellness & health; fine arts (arts, music, theater arts, dance, and media arts); CTE: arts, A/V technology & communications, and anatomy & physiology). If a publisher is submitting learning resources in several content areas, then the publisher should submit each subject area on a separate form.
- The uniform bid sheet must be completed and submitted via [this](#) link. The form has two tabs. Tab 1 should list **only** the materials the reviewers are to receive. The materials for review should be the basal materials. Tab 2 should include **all** materials bid.
 - Tab 1 should include the following: publisher, book title, ISBN-13, and grade/course level
 - Tab 2 will include the following fields:

Publisher – Exact Publisher Name

Subject Area(s) – science; PE/wellness & health; fine arts (arts, music, theater arts, dance, and media arts); CTE: arts, A/V technology & communications, and anatomy & physiology

Category # - Include the Bid category # located on the Section C – Categories to be Bid Form I –Section C

ISBN (International Standard Book Number) - Must be given in standard format ISBN-13 characters and with the dashes in the appropriate places. For any USRP/UTRP please include a unique numerical identifier.

Level – Enter the correct level choosing one of the two following designations: Basal or Alt Level. Please refer to the Invitation to Bid textbooks in Tennessee for definitions of Basal and Alternative Level Text.

Delivery Method – Identify T for a traditional delivery method, B for blended delivery method (traditional delivery and technology based), or TD for technology dependent (solely technology/digital based).

Text ID – Identify using the following: M (Main Series), USRP (Uniform Series Package – Free items which come with the purchase of a series or if they are offered on a school-wide/system-wide basis), or UTRP (Uniform Teacher Resource Package – Free items available for each teacher at each grade level).

Series (Title) - If the component is part of a series, put the series title here. If only one learning resource/instructional material is being submitted and it is not part of a series, put its title here and repeat in Title/Components.

Title/Components - In this section, list the title of the textbook/instructional material and of all components that are part of the learning resource/instructional material.

- If the textbook/instructional material has more than one component, an overall title of the textbook /instructional material must be given with each component of the textbook/instructional material (e.g., student book, workbook, etc.).

Instructions Form CB (Page 2)

- The order of listing from left to right should be title, then component. (For example, if *Learning Social Studies* is the title and *Student Book 2* is the component, then list it as “Learning Social Studies Student Book 2”).

Author—author or editors of title

Edition – Edition number, if applicable

Copyright - Year of copyright

Grade Level(s)/Course - Grade level (or levels, via grade band) of the book or series

Free Ratio – List the ratio for free resources in the UTRP and USRP.

Wholesale Price – The lowest wholesale price, which shall be considered the school/district price for instructional materials sold in Tennessee.

Retail Price – The national/retail price

Subscription or consumable: indicate whether items have an annual subscription or are consumable.

Form CC (Official Bid List)

**Tennessee State Textbook Commission
Andrew Johnson Tower, 12th Floor
710 James Robertson Parkway
Nashville, Tennessee 37243-0379**

OFFICIAL BID LIST

CERTIFICATE

We _____, Publisher, hereby state and certify that titles set forth herein for the list of books bid accurately represent our bid for textbooks to be used within the State of Tennessee for the period beginning June 1, _____ and ending June 30, _____ and if such bid list is accepted, in whole or in part, we agree to enter into contract with the State of Tennessee to furnish the book(s) approved by the State Textbook Commission for inclusion on the Official List of Textbooks herein listed at the price herein set forth. We further agree to furnish to the State Department of Education, NIMAS/NIMAC within 60 days of receipt of a request, electronic computer text files from which applicable Braille versions of any bound print title bid herein may be produced.

The State Textbook Commission reserves the right to reject any and all bids.

Official Bid List/Exhibit A Tab 1

Hard copies are to be sent to the address below. Alison Gower, Director of Content 12th Floor, Andrew Johnson Tower 710 James Robertson Parkway Nashville, Tennessee 37243-0379 Electronic copies filed at this address: https://stateoftennessee.formstack.com/forms/invitation_to_bid				
Publisher	Book Title	ISBN-13	Grade Level/Course	

Official Bid List/Exhibit A Tab 2

Publisher	Subject Area	Category # (From Form I)	ISBN-13	Level- Basal Alt-Low Alt-High	Delivery Method (T, B, or TD)	Text ID (S-Main, USRP, SR, Text, Main, UTRP, or TR)	Series (Title)	Title/Components	Author	Edition	Copyright	Grade Levels/Course	Free Ratio (See Foot- note)	Wholesale \$\$	Retail* \$\$ (≤115% Wholesale	Is this a reoccurring subscription or consumable?	Type of Item (DVD/CD, print map, print text, booklets, internet access code, site license, etc.)		

Statement of Publishers Representatives (Form D)

TB-FORM D *e-form*

STATEMENT OF PUBLISHER'S REPRESENTATIVES

**TO: Office of Textbook Services
Tennessee State Textbook Commission
12th Floor Andrew Johnson Tower
710 James Robertson Parkway
Nashville, Tennessee 37243-0379**

The following is a list of the official representatives and consultants authorized to represent our publishing company during the coming adoption for Section A. **Please use the <TAB> key to scroll from point to point in the form.**

	NAME	ADDRESS	POSITION
1.			
2.			
3.			
4.			
5.			

I hereby certify that the above is a true and correct listing.

Publisher: _____

By: _____
Printed name *Signature*

Position: _____

Subscribed and sworn to before me this

_____ day of _____ 20__

_____ Notary Public

My Commission Expires _____ 20__

Any changes in this list must be reported in writing to the Office of Textbook Services prior to granting permission for that person(s) to operate in Tennessee as a bona fide representative of that publishing company.



ED-0355



MSST Form B (Warranty, page 1)

Form B

MSST Form B

STATE OF _____

STATEMENT OF PUBLISHER SUBMITTING BOOKS FOR ADOPTION

One copy of this form signed by an official of the Publishing Company submitting books for adoption must be attached to the inside front cover of at least one official sample textbook submitted, plus additional copies when requested by the adopting agency.

Name of Publisher _____

Address _____

Title offered for adoption _____

Copyright and edition _____ ISBN No. _____

CLASS OF TEXTBOOK:

A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ AA ☐ BB ☐ CC ☐ College ☐ Meets MSST
Grades 9-12 only, Class I ☐ Class II ☐ College ☐ Does Not Meet MSST

PAPER:

Basis weight _____ lbs.

PRINTING:

Printing Symbol: _____

Margins: Back _____" Head _____" Front _____" Foot _____"

BINDING:

No. of pages (total) _____ Pages per signature _____ Bulk _____"

Trim size: Width _____" Height _____" Endsheets _____ lbs.

Inserts: Number and kind _____

Method of attachment _____

Transparent overlays: Number and kind _____

Method of attachment _____

Reinforcements: Visible drill joints ☐ Concealed muslin joints ☐

Binding method: Sewed ☐ Stitched ☐ Adhesive ☐

Wires: Side ☐ Saddle ☐ Mechanical ☐

Lining up: Supers: Number _____ Headbands _____ Tightback _____

COVERS:

Cover boards: Thickness in points _____

Cover material: Non-woven: Type II ☐ Type III ☐

Woven fabric group designation _____

Non-consumable soft-cover texts, Class AA ☐ BB ☐ CC ☐

Other _____

Cover graphics: Lithographed _____ Screened _____ Stamped _____ Other _____

Cover top coating: _____

SPECIAL FEATURES

The undersigned publisher submitting the textbook stated herein certifies (on the basis of tests of materials in their original conditions and in respect to the mechanical specifications employed in manufacture) that the filed sample conforms in every respect to the Manufacturing Standards and Specifications for Textbooks in the State of _____ with the exception of: (explain deviations fully below or on separate sheet).

MSST B (Warranty, page 2)

Warranty of Publisher

Form B (continued)

And the undersigned publisher agrees, in the event the contract for supplying the textbook listed herein is awarded to it, that:

Official Sample
Conforms; Texts
Supplied Will Conform

1. The official sample conforms to or exceeds in every particular the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, and that all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will likewise conform to or exceed these same specifications.

Official Sample Does
Not Conform; Texts
Supplied Will Conform

2. Although the official sample deviates in certain particulars delineated herein from the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, all copies subsequently furnished under such contract will conform to or exceed every specification.

Official Sample
Conforms Except for
Stated Deviations; Texts
Supplied Will Conform
Except for Stated
Deviations

3. The official sample conforms to or exceeds every specification of the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, except for those deviations expressly delineated herein, and all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will conform to or exceed every specification of the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments except for those expressly delineated and accepted by the adopting agency.

Official Sample Does
Not Conform; Texts
Supplied Will Not
Conform

4. Neither the official sample, nor copies subsequently furnished under such contract, will conform to any particular specification of the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, although all copies furnished under such contract will be identical to or the equivalent of the original sample.

The undersigned publisher agrees to be bound under Clause One (☐), Two (☐), Three (☐), Four (☐) of this warranty. The publisher shall furnish to the State for appropriate testing, when requested, samples of materials used in this publication.

Signed _____

Name _____

Title _____

Company _____

Date _____

MIST Form M (Electronic Warranty) Page 1

Form M

STATE OF _____

STATEMENT OF PUBLISHER SUBMITTING BOOKS FOR ADOPTION

One copy of this form signed by an official of the Publishing Company submitting electronic media for adoption must be submitted to the adopting agency.

Name of Publisher _____

Address _____

Title of Textbook (Core Instructional Program) _____

Title of Electronic-based Program (if different from textbook) _____

Electronic Medium _____

Copyright/Version _____ ISBN No. _____

INDUSTRY STANDARDS

Medium

Audio Cassette
Audio Compact Disc
CD-ROM
DVD
DVD-ROM
Online
Video Cassette
Other _____

Standard

ITA Standards
Sony/Phillips Specifications
Sony/Phillips Specifications
DVD Forum Specifications
DVD Forum Specifications
W3C Recommendations
ITA Standards

DEVIATIONS

The publisher submitting the electronic medium stated herein certifies (on the basis of tests of materials in their original conditions and in respect to the mechanical specifications employed in manufacture) that the filed sample conforms in every respect to the industry standard for that medium with the exception of: (explain deviations fully below or on separate sheet).

Revised 6/12

MIST Form M (Warranty of Publisher) Page 2

Warranty of Publisher

Form M (continued)

And the undersigned publisher agrees, in the event the contract for supplying the textbook listed herein is awarded to it, that:

**Official Sample
Conforms; Texts
Supplied Will Conform**

1. The official sample conforms to or exceeds in every particular the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, and that all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will likewise conform to or exceed these same specifications.

**Official Sample Does
Not Conform; Texts
Supplied Will Conform**

2. Although the official sample deviates in certain particulars delineated herein from the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, all copies subsequently furnished under such contract will conform to or exceed every specification.

**Official Sample
Conforms Except for
Stated Deviations; Texts
Supplied Will Conform
Except for Stated
Deviations**

3. The official sample conforms to or exceeds every specification of the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, except for those deviations expressly delineated herein, and all copies subsequently furnished under such contract will be identical to or the equivalent of the official sample, and will conform to or exceed every specification of the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments except for those expressly delineated and accepted by the adopting agency.

**Official Sample Does
Not Conform; Texts
Supplied Will Not
Conform**

4. Neither the official sample, nor copies subsequently furnished under such contract, will conform to any particular specification of the Manufacturing Standards and Specifications for Textbooks including applicable Temporary, Supplemental Adoptions and Amendments, although all copies furnished under such contract will be identical to or the equivalent of the original sample.

The undersigned publisher agrees to be bound under Clause One (), Two (), Three (), Four () of this warranty. The publisher shall furnish to the State for appropriate testing, when requested, samples of materials used in this publication.

Signed _____

Name _____

Title _____

Company _____

Date _____

Publishers Commitments

PUBLISHER COMMITMENTS

Hard copies are to be sent to the address below. Electronic copies filed [here](#).

Alison Gower, Director of Content
12th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, Tennessee 37243-0379

IN ORDER TO PARTICIPATE IN YOUR ADOPTION PROCESS, OUR COMPANY IS COMMITTED TO:

- _____ File an official bid by 10:00 a.m., Mar. 3, 2017, along with a check of \$1,000 per book up to a maximum \$10,000.
- _____ According to specified criteria, provide a correlation of our programs to the appropriate state and/or national standards no later than May 1, 2017.
- _____ Provide a presentation of your programs April 29-30, 2017.
- _____ Provide access to complete online copies of the textbooks and/or instructional materials, including all supplementary materials by **May 1, 2017**.
- _____ Execute a replacement warranty for books not built to the **Manufacturing Standards and Specifications for Textbooks** and for components not meeting an industry standard identified in the Electronic Media Manufacturing Standards of the 2009 **MSST**.
- _____ Respond to reviews of your programs in writing and orally (optional) in hearings as indicated in the Tentative Adoption Schedule for Section B.
- _____ Upon awarding of a contract, provide books at or below bid price for the seventy-three or sixty-month month period depending on categories bid beginning June 1, 2017. Contracts must be accompanied by a performance bond ranging from \$1,000 to \$10,000 for the full seventy-three month period.
- _____ Prepare and submit, within 60 days of a request, a NIMAS file set to the National Instructional Materials Access Center (hereinafter NIMAC) that complies with the terms and procedures set forth by the NIMAC, if applicable. The files will be used for the production of alternate formats as permitted under the law for students with print disabilities.
- _____ By Jan. 8, 2018, provide from 1-6 copies of returnable sample packages of each title bid for review by adoption committees in each Local Education Agency in Tennessee (this includes charter schools, municipalities, etc.). These samples remain the property of the publisher.
- _____ Consign a sufficient number of titles to meet the needs of local school systems and the public to the designated depository.
- _____ Present ONLY approved books to local school system adoption committees.

Publisher: _____

By: _____
Printed name Signature

Position: _____





PUBLISHER COMMITMENTS

Hard copies are to be sent to the address below. Electronic copies filed [here](#).

Director of Content
12th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, Tennessee 37243-0379

IN ORDER TO PARTICIPATE IN YOUR ADOPTION PROCESS, OUR COMPANY IS COMMITTED TO:

- _____ File an official bid by 10:00 a.m., Mar. 2, 2018, along with a check of \$1,000 per book up to a maximum \$10,000.
- _____ According to specified criteria, provide a correlation of our programs to the appropriate state and/or national standards no later than April 30, 2018.
- _____ Provide a presentation of your programs April 28-29, 2018.
- _____ Provide access to complete online copies of the textbooks and/or instructional materials, including all supplementary materials by **April 30, 2018**.
- _____ Execute a replacement warranty for books not built to the **Manufacturing Standards and Specifications for Textbooks** and for components not meeting an industry standard identified in the Electronic Media Manufacturing Standards of the 2009 MSST.
- _____ Respond to reviews of your programs in writing and orally (optional) in hearings as indicated in the Tentative Adoption Schedule for Section D.
- _____ Upon awarding of a contract, provide books at or below bid price for the seventy-three or sixty-month month period depending on categories bid beginning June 18, 2018. Contracts must be accompanied by a performance bond ranging from \$1,000 to \$10,000 for the full seventy-three month period.
- _____ Prepare and submit, within 60 days of a request, a NIMAS file set to the National Instructional Materials Access Center (hereinafter NIMAC) that complies with the terms and procedures set forth by the NIMAC, if applicable. The files will be used for the production of alternate formats as permitted under the law for students with print disabilities.



9, provide from 1-6 copies of returnable sample packages of each title bid adoption committees in each Local Education Agency in Tennessee (this or schools, municipalities, etc.). These samples remain the property of the

sufficient number of titles to meet the needs of local school systems and the designated depository.

_____ Present ONLY approved books to local school system adoption committees.

Publisher: _____

By: _____
Printed name Signature

Publishers Assurances (Page 1)

STATEMENT OF PUBLISHER ASSURANCES FOR

SUFFICIENCY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS

**Hard copies are to be sent to the
address below. Electronic copies filed**

[here.](#)

Alison Gower, Director of Content

12th Floor, Andrew Johnson Tower

710 James Robertson Parkway

Nashville, Tennessee 37243-0379

WHEREAS the State Textbook and Instructional Materials Quality Commission ("Commission") has provided notice of the Commission's upcoming textbook adoption; and, in response to said notice, Publisher has timely notified the Commission of its intent to submit a bid and seek approval by the Commission of textbooks and/or instructional materials; Publisher contemporaneously submits herewith a bid in response to the notice and does hereby affirm, declare, confirm, and assure in accordance with Tennessee Code Annotated Section 49-6-2202 (c) the following:

1. Publisher currently is and shall be authorized and approved to do business in the State of Tennessee throughout the term of the contract between Publisher and the Commission.

2. Publisher ensures the accuracy of all textbooks and instructional materials ("Publisher's Textbooks") on its Official Bid List, which Publisher is submitting for approval.

3. a. Publisher certifies that at least three (3) qualified content experts have thoroughly examined and reviewed Publisher's Textbooks for factual and content accuracy;

b. The names and professional credentials for the content experts who examined Publisher's Textbooks, including but not limited to his or her current position and employer, are set forth below. Publisher must identify at least three (3) such content review experts.

Publishers Assurances (Page 2)

4. Publisher certifies that Publisher's Textbooks have been thoroughly examined and reviewed by qualified editors for typographical errors and errors in grammar, written expression, spelling, formatting and other substantive elements that may affect student learning.

5. Publisher shall correct, at Publisher's expense, all factual and editing errors found in Publisher's Textbooks during the review process and during the contract period.

6. Publisher shall submit a corrective action plan to the Tennessee Department of Education, for review and approval by the State Board of Education, within thirty (30) days of the Department's notification of the existence of errors in the textbook or instructional materials during the review process and contract period.

7. These assurances are continuing though the term of any Contract between Publisher and the Commission.

By signing this Statement of Publisher Assurances below, the signatory certifies legal authority to bind the submitting entity to the provisions of this Statement of Publisher Assurances and any contract awarded pursuant to it. If said individual is not the Company's chief executive, this document shall attach evidence showing the individual's authority to bind the Company.

I, the undersigned, certify that the above assurances shall be adhered to.

[NAME OF PUBLISHER]

PUBLISHER

BY

Signature, Publisher's Authorized
Representative

Printed Name, Publisher's Authorized
Representative

Employment Title, Publisher's Authorized
Representative

Date



Important Dates

- **March 2, 2018 (Official Bids for Section D due by 10:00 AM CST)**
- **April 28-29, 2018, Publisher Presentations**

Textbook Caravans

The Tennessee Department of Education will not coordinate or facilitate any Textbook Caravans with the Section D Adoption.

Publishers will have the option of submitting a Digital Caravan (pre-recorded). This presentation will be available via a weblink on the TDOE website.

The Official List of Approved Textbooks will be available in October 2018.

Q&A and Thanks

- Questions
- Suggestions
- Thanks
- **Here** is the direct link to the revised social studies standards
- **Here** is the direct link to revised world language standards
- **Here** is the link to CTE standards
- **Here** is the link for the textbook services page.
- **Here** is the link for the publishers' information page.

Tammy Shelton, Senior Executive Director
Content & Assessment Design

Tammy.L.Shelton@tn.gov
Tennessee.Textbooks@tn.gov

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a thin, dark blue horizontal bar.

TN

®

**English Language
Arts**

English Language Arts 2018-19 adoption

- Section E
- Bids due March 2019
- Special called publisher meeting March 22, 2018 for more information
- Complete integrated ELA program is required

Alignment to ELA Instructional Shifts

Text Complexity

- Materials include grade-level texts as determined by **quantitative and qualitative** measurements
- **Text plays a central role** in each lesson
- Text selection should include **both literature and informational** text
- Texts should be worthy of students' time and attention, be of exceptional craft and quality, and provoke a deep level of thinking

Alignment to ELA Instructional Shifts

Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.

- **Text-dependent questions:** At least 95% of all questions and tasks require students to draw on textual evidence to support inferences and conclusions, building a deep understanding of the central ideas of the text
- **Writing to sources:** The majority of writing tasks require students to respond to texts and/or include textual evidence in their writing
- **Evidence-based discussions:** Materials provide students the opportunity to engage in collaborative discussions that are grounded in text

Alignment to ELA Instructional Shifts

Knowledge: Materials build knowledge through content rich literary and informational texts.

- **Text sets:** Materials provide a strategic sequence of texts organized around a variety of topics, concepts, or themes. Students build knowledge systematically through interacting with the texts. See pages 36-39 of the [Teaching Literacy in Tennessee](#) document for additional guidance
- **Vocabulary:** Materials provide intentional and contextual instruction for tier 2 and tier 3 vocabulary
- **Authentic tasks:** Materials provide students with multiple opportunities to demonstrate critical thinking and textual analysis skills and to convey conceptual knowledge through an integrated application of the standards

Key Areas of Focus

- Provides structures, strategies, and lesson sequences that support teachers in integrating the five strands of the standards
- Includes explicit, systematic, sequential, and researched-based instruction of grade level foundational skills (K-5), and language skills (6-12)
 - Out of text explicit instruction
 - In text connection and application
- Includes multiple opportunities for students to be engaged in reading high quality, complex text
 - Interactive Read Aloud
 - Shared Reading
 - Small Group Reading

Key Areas of Focus

- Emphasizes skills-based and knowledge-based competencies
- Focuses on multiple writing opportunities that incorporate the TN ELA Academic Standards including the three modes of writing (argumentative/opinion, informational, and narrative) through frequent and varied opportunities to reinforce and extend lessons.
 - Modeled Writing
 - Shared and Interactive Writing
 - Small Group Writing
 - Independent Writing with Writing Conferences

Key Areas of Focus

- There are multiple opportunities for on-demand as well as recursive process based writing experiences
- Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. Students should be given multiple opportunities to “read about it, think about it, speak about it, and write about it”
- Daily opportunities for formative assessment are provided within the context of the daily learning experiences through reading, thinking, speaking, and writing

High-Quality Texts

Materials are designed to support students in independently reading complex texts.

- Provides high-quality texts from diverse and multicultural perspectives.(include gender, geographical, historical periods, social economical, etc)
- Texts appeal to students' interests while intentionally developing their knowledge within and across grade levels
- Provides a wide array of authentic texts from multiple text types such as novels, plays, poetry, trade books, articles, digital media, video, etc

High-Quality Texts Cont.

- Suggested emphasis for close reading of portions of the text are provided with extensive annotations and suggested sequencing of questions
- Read-aloud selections have higher complexity to build knowledge and, when appropriate, visual features are included to support comprehension
- Texts progress with increasing complexity, with limited overlap with earlier grade-level bands, to align with Reading Standard 10
- When appropriate, texts are connected to grade-level content standards from other disciplines (e.g., science and social studies).
- The teacher edition includes recommendations of materials for students to read for independent reading.

Student Engagement and Instructional Support

Materials effectively engage students in learning and provide adequate instructional supports so that all students can access and develop the skills and knowledge specified in the ELA Standards.

- Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grade-levels or earlier in the grade
- Each unit **integrates** all strands of the Tennessee English Language Arts standards
- Each lesson integrates-multiple strands of the Tennessee Academic English Language Arts standards as needed to make meaning of the texts

Student Engagement and Instructional Support Cont.

- Materials support student written and verbal communication within an ELA focus by providing consistent opportunities for students to utilize literacy skills for proficiency in reading, writing, speaking and listening
- Texts in the text set for each unit are appropriately paired with instruction strategies (i.e interactive read aloud, shared reading, small group reading, and/or independent reading). See chart from TLIT – page 41
- Lessons promote academic discussions around appropriate grade-level topics and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence

Student Engagement and Instructional Support Cont.

- Includes frequent opportunities for interactive speaking within collaborative discussions
- Writing activities and assignments meet the following requirements:
 - integrate reading, speaking, listening, and foundational literacy
 - vary in length
 - emphasize writing to sources
 - highlight different aspects of the writing process
 - incorporate short and extended research projects
 - provide opportunities for students to draw on their life experiences, their imagination, and the texts they encounter

Student Engagement and Instructional Support Cont.

- Provides instruction in specific academic language and structures associated with different modes of writing
- Within and across units, writing assignments progress in breadth, depth, and thematic development as delineated in the standards. The writing allows students the opportunity to demonstrate their growing conceptual knowledge
- Includes range of student writing samples and model rubrics for use by students and teachers. Rubrics are based on the TNReady Writing Rubrics
- Instruction in word-learning strategies is direct, explicit, and systematic. Practice opportunities with academic and domain-specific vocabulary are embedded in reading, writing, listening, and speaking

Student Engagement and Instructional Support Cont.

- Explicit and systematic foundational skills instruction is research based and links encoding and decoding as reciprocal skills
- Connections to the explicit systematic foundational skills instruction are made within authentic texts during instructional strategies such as shared reading, small group reading, modeled writing, interactive writing, and small group writing
- Effective reading fluency instruction includes the following:
 - Research-based teaching strategies and varied practice opportunities
 - Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, and prosody
 - Use of different text types

Student Engagement and Instructional Support Cont.

- Options for “think alouds” are provided that address the qualitative complexity of the texts
- Includes differentiated materials that provide support for students approaching mastery as well as extensions for students already meeting mastery or with high interest
- Provides opportunities to use multimedia and technology to enhance teaching and learning of TN ELA academic standards
- Integrates appropriate supports for students who are ELL, have disabilities, or perform below grade level, or exceeding grade level expectations
- Provides strategies to support differentiated instruction for all learners, e.g., EL, students who are below grade-level, and advanced students
- Provides guidance to support teachers in identifying student misconceptions and the reason(s) that prevent student mastery of the content standards

Assessment -Monitoring Student Progress

Assessments provide teachers with information to guide instructional planning, determine effective, flexible instructional grouping strategies, and measure the effectiveness of instruction.

- Assesses student mastery using methods that are unbiased and accessible to all students
- Assessments provide teachers with a range of data to inform instruction
- Quarterly benchmark assessments are provided for grade level teams to utilize as part of an integrated approach to assessing students' progress
- Assessments vary in duration of time and are given at regular intervals as well as at critical points in instruction

Assessment -Monitoring Student Progress Cont.

- Assessments use various item types, including but not limited to: multiple choice, multiple-select, constructed responses (short and extended), two-part items, performance tasks, open-ended questions, and technology-enabled or enhanced questions. (see item types document for quarterly benchmarks)
- Rubrics or scoring guidelines are based on the Tennessee writing rubrics and provide sufficient guidance for interpreting student performance
- Exemplar responses are provided for daily and end-of-unit tasks
- Assessments include standards-based diagnostic screening tools to identify students' instructional needs

Assessment -Monitoring Student Progress Cont.

- Provides guidance to teachers for developing and using a variety of assessment tools to reflect the range of oral and written work students produce indicated in the TN ELA Standards. Such tools may include (but are not limited to): rubrics, portfolios, teacher observation checklist, anchor papers, and technology
- Provides tools to facilitate the collection and analysis of data about student progress and achievement
- Materials include suggestions and tools to keep students and parents informed about students' progress

Coherent Instructional Design and Sequential Organization

- Content is sufficient to provide 180 instructional days organized into coherent units of study
- Each unit is framed through an explanation of the unit design that includes: universal concept, unit concept, enduring understandings, essential questions, domain specific knowledge, and guiding questions. (see TLIT)
- Program components, lesson plans, and the relationships among the parts are clear
- Program materials provide a curriculum guide for the academic instructional year

Coherent Instructional Design and Sequential Organization Cont.

- Teacher and student materials include an organizational component that provides an overview of the structure of the materials i.e. how texts are organized, definitions and important words. For example, a basal program might be organized to include chapters, table of contents, indexes, and glossaries that contain important ELA terms
- Grade level standards are noted throughout the curricular materials as they are addressed

Instructional Planning

Materials provide explicit guidance to support teachers in planning instruction so that all students can learn the skills and knowledge specified in the ELA Standards.

- Instructional and learning objectives in teacher edition and student materials are explicitly and readily identifiable
- Each lesson contains a list of required materials
- Lessons and units contain estimated instructional times
- Terms from the TN ELA Standards are used appropriately in all guidance for teachers
- Program components are user friendly and, in the case of electronic materials, platform neutral.

Instructional Planning Cont.

- The teacher materials provide sufficient background information about each reading selection, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons
- If homework is included, it should extend and reinforce classroom instruction and provide additional practice of skills that have already been taught
- The teacher edition provides suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary
- The teacher edition includes considerable and significant annotations and suggestions on how to differentiate for English learners, students with disabilities, advanced learners, and students performing below grade level

English Language Arts Resources

- [Tennessee English Language Arts Standards](#)
- [Teaching Literacy in Tennessee](#)
- [TNReady](#) Resources
- Writing [Rubrics](#)

Phuong Nguyen, English Language Arts Coordinator
Content & Assessment Design

Phuong.Nguyen@tn.gov

Tennessee.Textbooks@tn.gov

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a thin dark blue horizontal bar.

TN

®

Lunch

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a thin, dark blue horizontal bar.

TN

**World Languages Standards
and Instructional Materials
Screening Instrument**

The World Language Introduction

- In order to truly understand the depth and rigor of the World Language standards, all publishers should read the introduction in its entirety, however I will be highlighting specific portions today:
 - The Goal and Vision of the Standards
 - Classical v. Modern Languages
 - Tennessee's Cornerstones of World Language Instruction
 - Formatting of the Standards
 - How to Interpret Examples
 - TN General Assembly Requirement: American Sign Language
 - Performance Targets
 - A Note on ASL
 - Teaching in the Target Language
 - Authentic Texts and Materials
 - Incorporating Culture
 - Useful Definitions
 - Additional Criteria and Indicators of Quality
 - A Note on Extended Content

The Goal and Vision of the Standards

- **Goal:** create user-friendly, measurable standards that describe the skills students should acquire as they move along the path to proficiency.
- **Vision:** for students to show what they can do with language, rather than just what they know about language. The Tennessee World Language Standards lay out the vision based on performance level and describe what all students should know and be able to do at the end of each level by ensuring that the standards:
 - are clear and appropriate with user-friendly examples.
 - keep both teachers and students in mind.
 - are outcome-based.
 - set performance targets by level.
 - are sequenced according to the ACTFL Proficiency Guidelines.
 - allow for multiple entry points.
 - include clear coding.
 - are designed to meet the unique needs of Tennessee's students.

Classical v. Modern Languages

- **Classical language:** An ancient language with a large body of literature that usually exists over a long period of time, influences cultural traditions, and provides roots and models to living languages. While Greek and Latin are most well-known, a language such as Sanskrit is also considered to be a classical language.
- **Modern language:** A living language currently in use; a language utilized in day-to-day communication by native speakers.

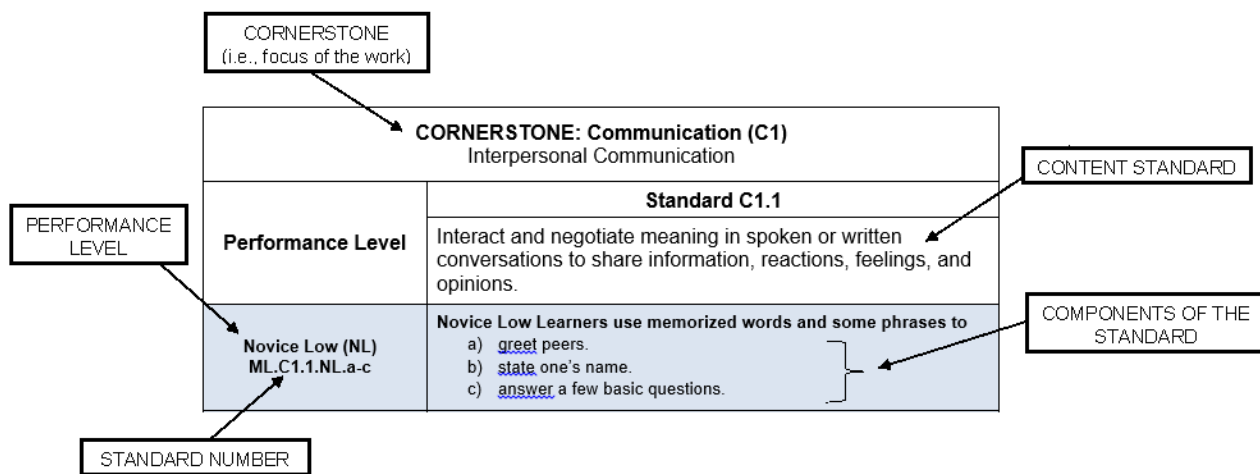
Tennessee's Cornerstones of World Language Instruction

- The Cornerstones, also known as the “5 Cs,” are the five goal areas of the standards that establish a link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities:
 - Communication: effectively communicate in more than one language in order to function in a variety of situations and for multiple purposes. This is done through 3 modes of communication: interpersonal, interpretive, and presentational.
 - Culture: interact with cultural competence and understanding through relating cultural products and practices to perspectives.
 - Connections: using other disciplines to acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
 - Comparisons: develop insight into the nature of language and culture in order to interact with cultural competence.
 - Communities: communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world to promote lifelong learning.

Formatting

The revised World Language Standards are broken into two main groupings (Modern and Classical) and are organized with the following traits:

- **Cornerstone:** Also known as the “5 Cs,” these are the five goal areas of the standards that establish a link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities (i.e. Communication, Culture, Connections, Comparisons, and Communities).
- **Performance Level:** The level at which students are able to use language that has been learned and practiced in an instructional setting.
- **Content Standard:** The over-arching standard of what a student should know about each cornerstone.
- **Components of the Standard:** Sub-sections of the overarching standard that show the depths to which the student should meet the standard.
- **Standard Number:** ML.C1.1.NL.a



ML.C1.1.NL.a
ML= Modern Language
C1= Cornerstone 1 (Communication)
1 = Content Standard
NL = Performance Level
a = Components of the Standard

How to Interpret Examples

Within the standards, there are examples to aid in implementation, these examples include terms that are written in a variety of ways and should be interpreted as follows:

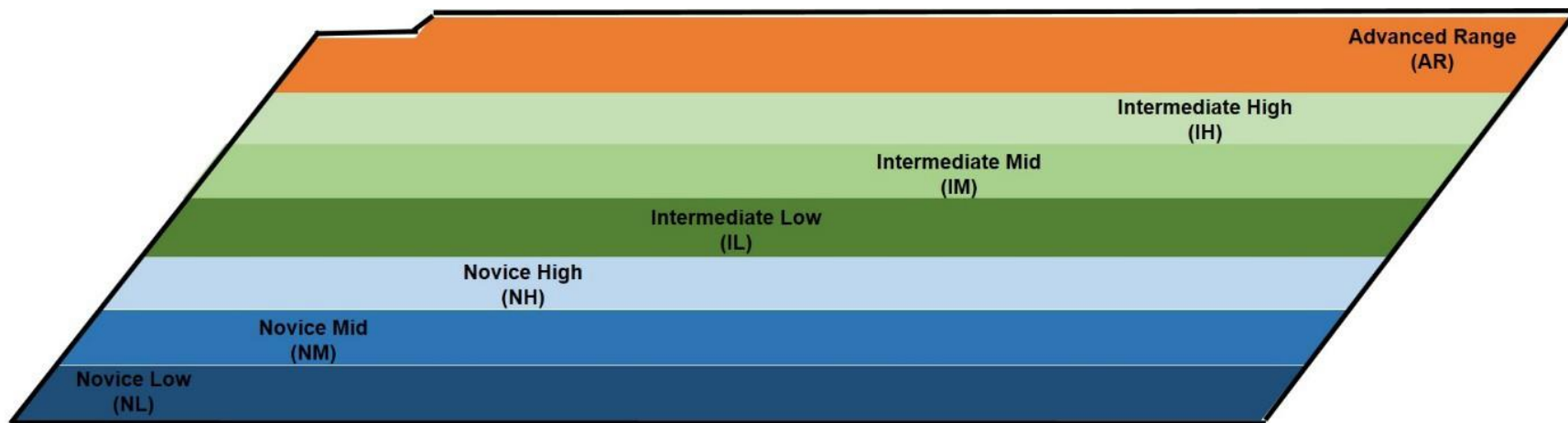
Term	Definition	Example
i.e.	“that is” or “in other words”; specific examples that should be used	ML.C4.1.AR.a Compare linguistic elements that allow expression of time frames (i.e., past, present, and future).
e.g.	“for example”; examples that could be used, but teachers are not limited to	CL.C1.2.IM.a Demonstrate understanding of grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.
“such as”	introduces an example or examples of something mentioned	ML.C3.1.NR.a Identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g., measurements), science (e.g., animals), the arts (e.g., musical instruments), and social studies (e.g., geographical formations).
“including”	Used to say that a listed item is part of a particular group	CL.C1.2.AR.f Identify metrical components and accurately scan some metrical patterns, including lines where there is consonantal i or elision with m or h.
“examples”	Context may be to “provide,” “describe,” etc.; allows teachers and students to select their own examples to apply to the standard	ML.C3.1.IR.e Contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one’s own.

Tennessee General Assembly Requirement: American Sign Language

- In 2017, the Tennessee General Assembly passed legislation (Pub. Ch. 270) recognizing American Sign Language (ASL) as a modern language which may fulfill the high school graduation requirement for world language credits.

Performance Targets

- The Tennessee World Language Standards are a description of the competencies a Tennessee language learner should demonstrate at three performance levels (i.e. novice, intermediate, and advanced), as defined by the 2012 American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines and the ACTFL Performance Descriptors for Language Learners.
- These guidelines are a description of what students are able to do with language at the three levels (i.e. Novice, Intermediate, and Advanced) in the areas of speaking, writing, listening, and reading.
- For the most part, the performance levels used for this document are further subdivided into low, mid and high sublevels, with the exception of advanced in some situations.



Elementary Performance Targets

- For Modern Languages (Alphabetic, Logographic, and Visual) and Classical Languages, a variety of programs can be offered, which may include FLES (Foreign Language in the Elementary School) or FLEX (Foreign Language Exploratory) programs:
 - FLES programs are designed to build proficiency. Research shows that, at a minimum, FLES students need to be learning a language for 90 minutes per week or having class sessions approximately 30 minutes long 3-5 times per week. Scheduling variations that do not meet the 90 minutes per week minimum are actually foreign language exploratory or FLEX programs, which are not designed to build proficiency.
 - FLEX programs, which are less than 90 minutes a week or world language exposure courses, can potentially lay the foundation for future interest in proficiency-based language study. FLEX programs are focused on goals such as introducing basic communication skills for one or more languages and teaching students about different cultures.

Program	Performance Target
FLEX	Novice Range (NR)
FLES	Novice High (NH)

Middle and High School Performance Targets: Alphabetic Modern Languages

- Alphabetic Languages are written human languages in which symbols reflect the pronunciation of the words.
- Examples are English, the Romance languages, Modern Greek, Russian, Arabic, and Hebrew.
- The chart below pairs course levels with general performance targets; please note that level 1 is the same as “Spanish I” or “French I,” level 2 is “Spanish II” or “French II,” and so on.

Level	Performance Target
Level 1	Novice High (NH)
Level 2	Intermediate Low (IL)
Level 3	Intermediate Mid (IM)
Level 4	Intermediate Mid (IM)
Level 5	Intermediate High (IH)

Middle and High School Performance Targets: Logographic Modern Languages

- In written language, a logogram or logograph is a written character that represents a word or phrase, unlike in the romanticized alphabet.
- Logographic languages include Chinese and Japanese.
- The chart below pairs course levels with general performance targets; please note that level 1 is the same as “Chinese I” or “Japanese I,” level 2 is “Chinese II” or “Japanese II,” and so on.

Level	Performance Target
Level 1	Novice Mid (NM)
Level 2	Novice High (NH)
Level 3	Intermediate Low (IL)
Level 4	Intermediate Mid (IM)
Level 5	Intermediate Mid (IM)

Middle and High School Performance Targets: Classical Languages

- These include languages (i.e., Latin and Ancient Greek) which are taught with a focus on the written and not on the spoken word.
- The chart below pairs course levels with general performance targets; please note that level 1 is the same as “Latin 1” or “Greek I,” level 2 is “Latin II” or “Greek II,” and so on.

Performance Target					
Level	Communication (<i>see modes below</i>)				Culture, Connections, Comparisons, Communities
	<i>Interpretive: Listening</i>	<i>Interpretive: Reading</i>	<i>Presentation: Speaking</i>	<i>Presentation: Writing</i>	
Level 1	Novice Mid (NM)	Novice High (NH)	Novice Low (NL)	Novice Mid (NM)	Novice Range (NR)
Level 2	Novice High (NH)	Intermediate Low (IL)	Novice Low (NL)	Intermediate Low (IL)	Intermediate Range (IR)
Level 3	Intermediate Low (IL)	Intermediate Mid (IM)	Novice Mid (NM)	Intermediate Mid (IM)	Advanced Range (AR)
Level 4	Intermediate High (IH)	Intermediate High (IH)	Novice Mid (NM)	Intermediate High (IH)	Advanced Range (AR)

Middle and High School Performance Targets: Visual Modern Languages

- In visual language, thoughts and ideas are expressed through three-dimensional visual communication by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body.
- Visual languages include American Sign Language (ASL).
- The chart below pairs course levels with general performance targets; please note that level 1 is the same as “ASL I” or level 2 is “ASL II,” and so on.

Performance Target						
Level	Communication (<i>see modes below</i>)					Culture, Connections, Comparisons, Communities
	<i>Interpersonal (Interactive)</i>	<i>Interpretive: Listening (Receptive)</i>	<i>Interpretive: Reading (Fingerspelling)</i>	<i>Presentation: Speaking (Expressive)</i>	<i>Presentation: Writing (Glossing)</i>	
Level 1	Novice Mid (NM)	Novice High (NH)	Novice Mid (NM)	Novice Mid (NM)	Novice Low (NL)	Novice Range (NR)
Level 2	Novice High (NH)	Intermediate Low (IL)	Novice High (NH)	Novice High (NH)	Novice Mid (NM)	Intermediate Range (IR)
Level 3	Intermediate Low (IL)	Intermediate Mid (IM)	Intermediate Low (IL)	Intermediate Low (IL)	Novice High (NH)	Intermediate Range (IR)
Level 4	Intermediate Low (IL)	Intermediate Mid (IM)	Intermediate Low (IL)	Intermediate Low (IL)	Intermediate Low (IL)	Advanced Range (AR)

A Note on ASL

- Since ASL is a visual language, the communication modes involve different skills:
 - *Interpretive Listening* is labeled *Interpretive Receptive*, meaning that information is received visually, not auditorially.
 - *Interpretive Reading* is *Fingerspelling*, which is a series of individual hand shapes that represent the alphabet and letter combinations.
 - *Presentational Speaking* is *Presentational Expressive*, because information is being conveyed visually through signs, not verbally.
 - *Presentational Writing* is now *Presentational Glossing*, or writing ASL on paper. Glossing is a written system to indicate which signs and other non-manual markers, such as facial expressions and body movements, should be used.

Teaching in the Target Language*

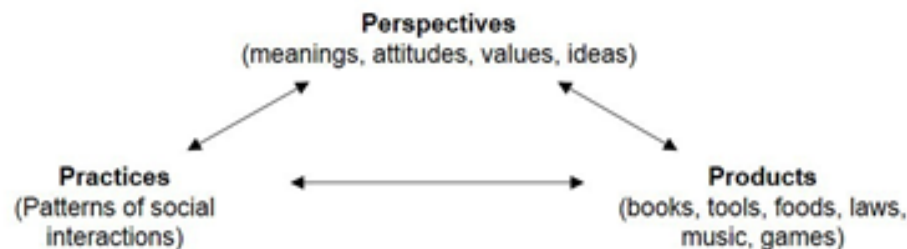
- The use of target language refers to all that learners speak, read, hear, write, and view – that is, the production and reception of language by learners and educators.
- ACTFL recommends that learning take place through the target language for 90% or more of classroom time except in immersion program models where the target language is used exclusively.
- *For classical languages, the instructional focus is on the interpretive mode; however, interpersonal conversations and presentational speaking and writing tasks develop fluency in looking for the “gist” and thinking in “chunks” rather than understanding, reading, or writing one word at a time.*

Authentic Texts* and Materials

- Authentic texts are defined as materials “written by members of a language and culture group for members of the same language and culture group.”
- Interactive reading and listening comprehension tasks should be designed and carried out using authentic cultural texts of various kinds with appropriate scaffolding and follow-up tasks that promote interpretation.
- Authentic materials provide real-life examples of language use in everyday situations and can be used to add more interest for the learner.
- Authentic materials can serve as a reminder to learners that there is an entire population who use the target language in their everyday lives and can provide information about the target culture and provide that culture’s perspective on an issue or event.
- Authentic texts and materials should:
 - be context appropriate.
 - be age appropriate.
 - fit the student’s linguistic level (with scaffolding as necessary).
 - help the student use background knowledge, contextual cues, and interpretive strategies (many times the ones acquired in their first language) to construct meaning.

Incorporating Culture

- The study of another language is synonymous with the study of another culture, as discrete grammar points with no sense of the cultural products, practices, and perspectives of native speakers leaves learners lacking.
- It is through a strong cultural component that students can better make connections to other disciplines, can develop the insights necessary to make comparisons to their own native language and culture, and can discover ways to better participate with and relate to different communities at home and around the world.
- Culture can be expressed through the 3 Ps (Perspectives, Products, and Practices), showing how the products and practices are derived from the perspectives that form the world view of a cultural group:



Useful Definitions

- **Proficiency:** The ability to use language in real-world situations in a spontaneous interaction and non-rehearsed context in a manner acceptable and appropriate to native-speakers of the language; demonstrates what a language user is able to do regardless of where, when, or how the language was acquired.
- **Performance:** The ability to use language that has been learned and practiced in an instructional setting; language ability that has been practiced and is within familiar contexts and content areas.

Additional Criteria and Indicators of Quality

- Part A: Key Areas of Focus
 - Including: Rigor, Coherence, Literacy
- Part B: Student Engagement and Instructional Supports
 - Including: Cornerstones, Real-World thinking, Differentiated Materials for all students and levels
- Part C: Monitoring Student Progress
 - Including: assessments, Rubrics, Scoring Guides
- Part D: Teacher Support Materials
 - Including: Background Knowledge, Connections to Other Subjects (Ela, Math, Science, etc.), Instructional Strategies

A Note on Cultural Sensitivity

- According to Part B: Focus of Section 1:
 - Materials must be culturally sensitive, grade level appropriate, and accurately reflect the breadth and history of the classical culture represented.

Kadie Patterson, Social Studies Coordinator
Content & Assessment Design

Kadie.Patterson@tn.gov
Tennessee.Textbooks@tn.gov



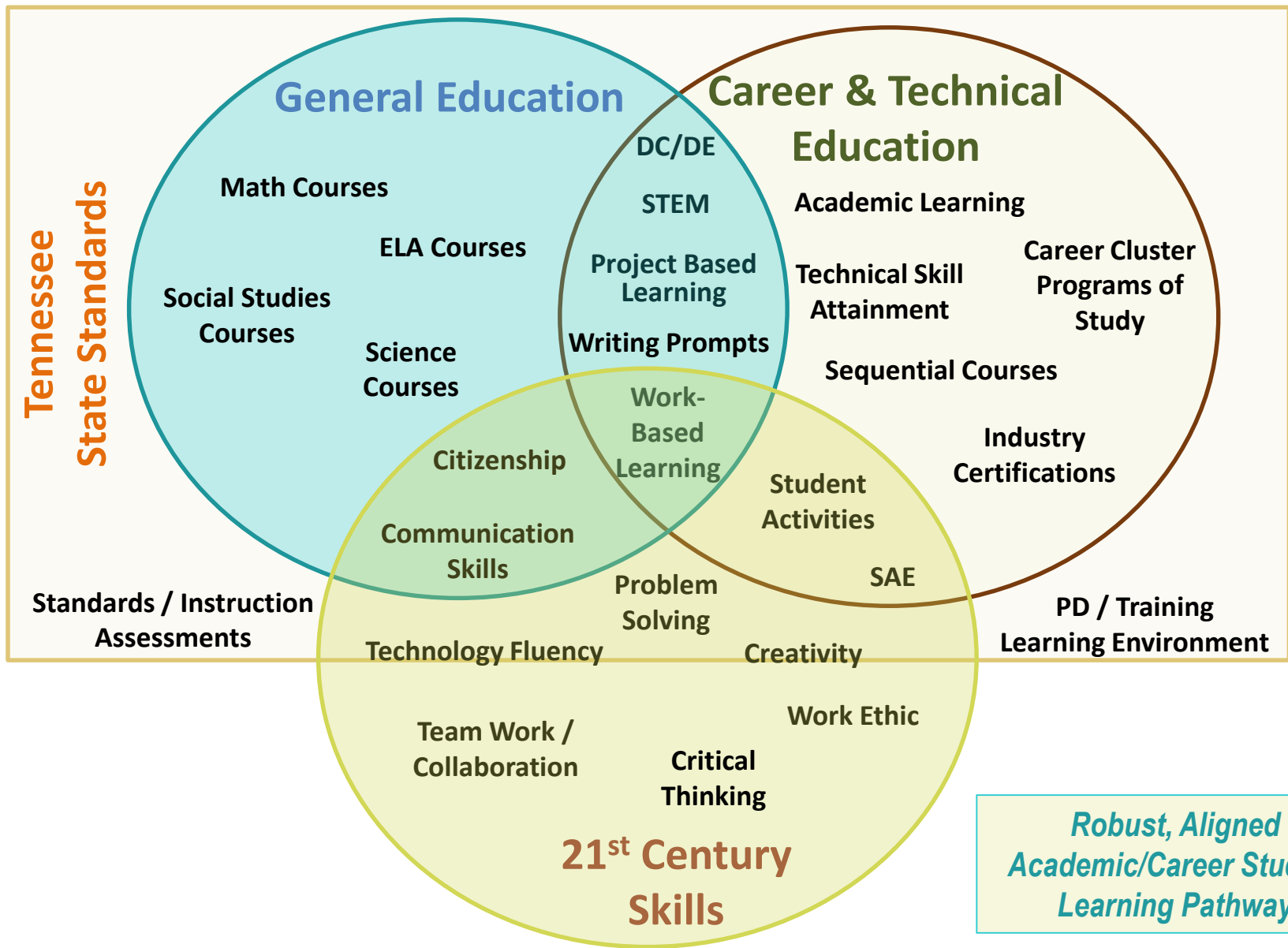
**Career & Technical
Education Standards
and Instructional Materials
Screening Instrument**

Welcome

- Today we're going to look at some of the key shifts in career and technical education standards revisions.
- We will walk through examples and highlight changes to the following career clusters:
 - Business Administration and Management
 - Finance
 - Marketing
- Our goal is to provide you with a clear picture of the expectations surrounding the standards, in order to inform robust instructional materials development and alignment.



Tennessee's Approach to Career & Technical Education



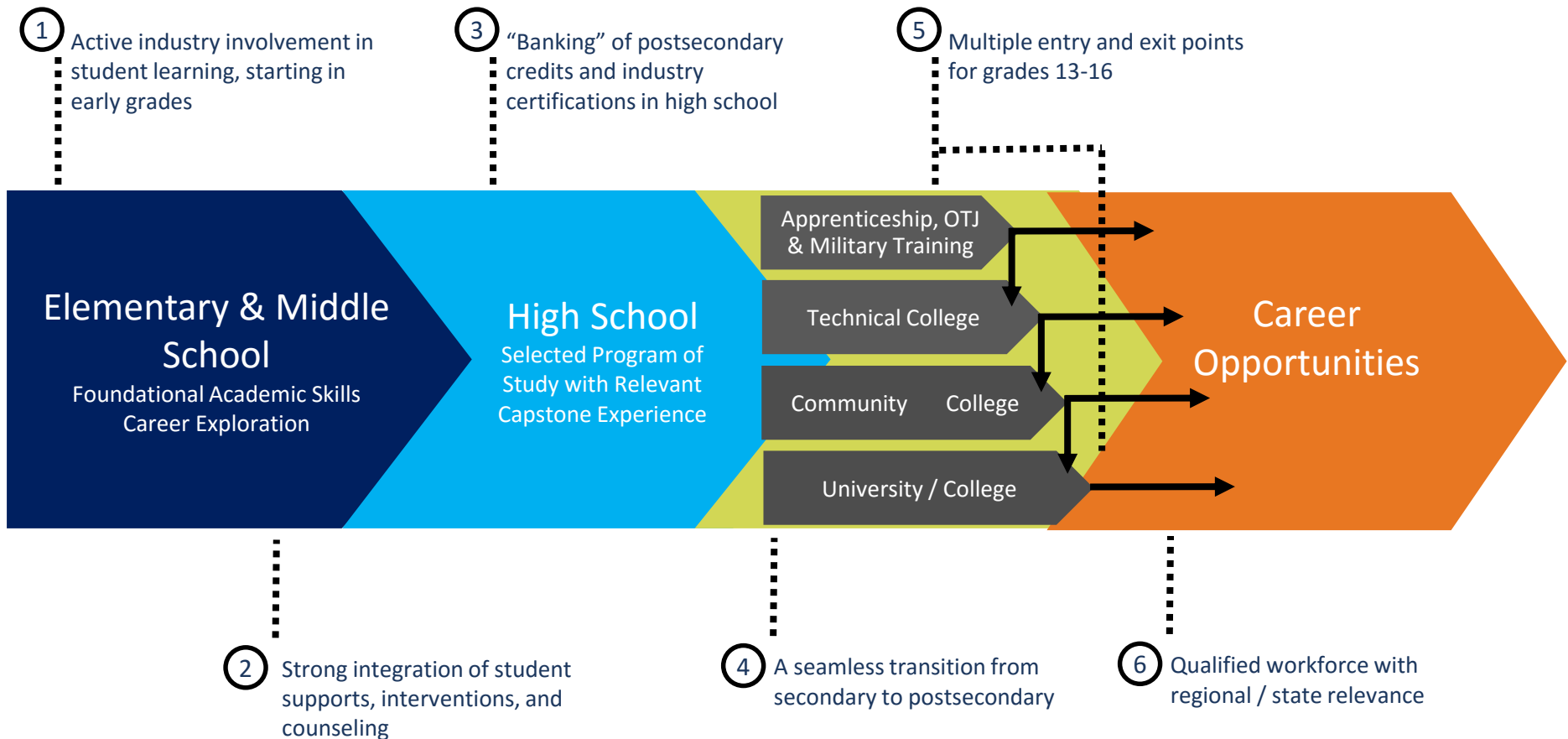
Redefining Student Learning

To meet the needs of Tennessee, our state's Career & Technical Education must be a **robust, aligned academic/career learning pathway**.



Image Credit: Corporate Voices for Working Families

Effective Pathways





TM

Key Shifts in CTE Standards

Key Shifts

1. A shift to clear, specific, and measurable expectations for student learning
2. Increased focus on rigor in literacy and mathematics within technical contexts
3. Sequential progression of knowledge and skills within and across courses

1. Clear, specific, measurable expectations

- The proficiency frameworks of years past relied on lengthy checklists of competencies that were often too procedural for the complex work in CTE courses
- The new standards articulate deep knowledge and skill attainment, departing from the competency-based structure of years past
- Our standards now describe proficiency at the standards level, often with embedded sample tasks meant to provide teachers with guidance on how to assess student learning

Key Shifts: Look and Feel

Old: Business Principles

Standard 6.0

The student will examine the role of marketing in business.

6.1 Analyze marketing's role and function in business to facilitate economic exchanges with customers.

6.2 Analyze the seven functions of marketing and their roles in the business.

6.3 Analyze the role of marketing in a global economy.

Revised: Introduction to Business

6. Define the term business, and research the four major functions of business: (1) production and procurement, (2) marketing, (3) management, and (4) finance and accounting.

As part of a short research project and presentation, select a product and trace its development through each of the four functions, detailing who is involved at each stage. For example, deliver a presentation explaining how the iPhone goes from raw materials to final packaged product available for sale.

2. Rigor in literacy and mathematics

- We are looking for instructional materials that can draw out and devote major attention to the importance of literacy in technical contexts, as well as technical applications of mathematics.
- Strong instructional materials will make use of authentic texts appropriate to the industry (e.g., a schematic or a manual in a residential construction class) and provide frequent opportunities for applied writing and math.

Here is an Example

Human Resource Management Standard 23

- Conduct research to identify a variety of unfair labor practices (ULP) as defined by the National Labor Relations Acts (NLRA), Federal Labor Relations Authority, and other labor laws/entities. Through the examination of case studies (court cases, etc.), describe the unfair labor practice, the filing of charges, the investigation and processing of the charge, and the issuance of complaint and settlement, and (possibly) the hearing and decision (if a case is not settled following the issuance of complaint).

Sequential progression of knowledge and skills

- The standards build on each other both within course content and across course levels, arranged within **programs of study** that culminate in capstone and/or work-based learning experiences for students.
- Within a course, we want individual standards to serve as stepping stones toward a complete picture of proficiency.
- Across courses, the collective body of a student's knowledge and skill should build sequentially to put him/her in a position to be successful after high school.

Level to Level Progression

Marketing I Standard 28

- Identify the types of promotion (such as, but not limited to, advertising, direct marketing including social media marketing, sales promotion, personal selling, and public relations) and describe the concept of the promotional mix. Give examples of why all elements of the promotional mix must be coordinated. Identify the major types of advertising media and cite the pros and cons of each.

Marketing II Standard 18

- Investigate how social media contributes to both the promotional side and personal sales side of marketing efforts in establishing and maintaining customer relationships. Identify different social mediums used for marketing and discuss challenges (such as limited exposure, time constraints, hiring knowledgeable employees for this type of marketing, etc.) associated with each.

Program of Study

Program of Study	Level 1	Level 2	Level 3	Level 4
Business Management	Introduction to Business & Marketing (5905)	Business Communications (5888) -and/or- Accounting I (5910)	Business Management (5889) -or- Dual Enrollment Business Management (4082) -and/or- Principles of Management CLEP	Business & Entrepreneurship Practicum (6159) -and/or- Virtual Enterprise International ¹ (5900) -or- Dual Enrollment Business Management (4082) -and/or- Principles of Management CLEP



TM

Screening Instrument Walkthrough

Before We Begin...

There are a couple of things to know about the screening instruments prior to jumping in.

- First, **there is more than one**. CTE screening instruments for Section D subjects have been developed by program of study.
- Second, all instruments include **three** non-negotiable components: (1) focus, (2) rigor, and (3) postsecondary and career readiness.

Eight instruments for Section D

Business Management and Administration	Office Management
	Business Management
	Human Resource Management
	Health Services Administration
Finance	Accounting
	Banking and Finance
Marketing	Marketing Management
	Entrepreneurship

Example: Business Management

- Take a few moments to glance at the screening instrument as we're passing it out.
- This instrument is aligned to the *Business Management* program of study (POS) in the Business Management & Administration career cluster.

Section I: Non-negotiables

Take five minutes to read this section on your own.

- Focus
- Rigor
- Postsecondary and Career Readiness

Section II: Negotiables

Take five minutes to read this section on your own.

- Additional Alignment Criteria
- Sequence and Progression of Standards
- Teacher Supports
- Usability

Section III: Focus Areas

- This is an optional section of the instrument designed to capture qualitative observations on an additional area of focus, if presented in the materials.
- For example, an entrepreneurship textbook (or suite of textbooks, spanning multiple grade levels) could have a distinct focus in rural business. The instrument allows reviewers to recognize such a focus as a distinguishing aspect or additional value offered by this book.

Q & A



Candi Norwood
Director of Student Success
Division of College, Career & Technical Education

Candi.Norwood@tn.gov
(615) 532-6248